

**English Language Arts
Grade 6
Fall 2005**

**Writing from Knowledge and Experience
Released Item # 31
Scoring Guide**



WRITING FROM KNOWLEDGE AND EXPERIENCE**31 WRITE ABOUT THE THEME: KEEPING PROMISES**

We often make promises to ourselves or to others. Sometimes promises are easy to keep. Other times keeping a promise can be a real challenge.

Do **ONLY ONE** of the following:

tell about a time you kept a promise to a friend or a friend kept a promise to you

OR

describe a time when you or someone you know did not keep a promise

OR

tell about a time it was difficult to keep a promise

OR

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No extra sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

When you have finished Part 3A, STOP.

**PART 3A: CHECKLIST FOR
WRITING FROM KNOWLEDGE AND EXPERIENCE**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 8 of your **Answer Folder**.

CHECKLIST:

- _____ Do I have a clear central idea that connects to the theme?
- _____ Do I stay focused on the theme?
- _____ Do I support my central idea with important details/examples?
- _____ Do I need to take out details/examples that DO NOT support my central idea?
- _____ Do I use a variety of words, phrases, and/or sentences?
- _____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

NOTES/PLANNING

Michigan Educational Assessment Program
Writing from Knowledge and Experience
Grades 3–8
Holistic Score Point Descriptions

Here is an explanation of what scorers think about as they score this writing:

- 6** The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

Anchor Paper 1 – Score Point 1

It is imortant to keep a promi because you
of a freind can get in truble. If you do
keep a prom is it is more of a suprise of something.

**Anchor Paper 1
Score Point 1**

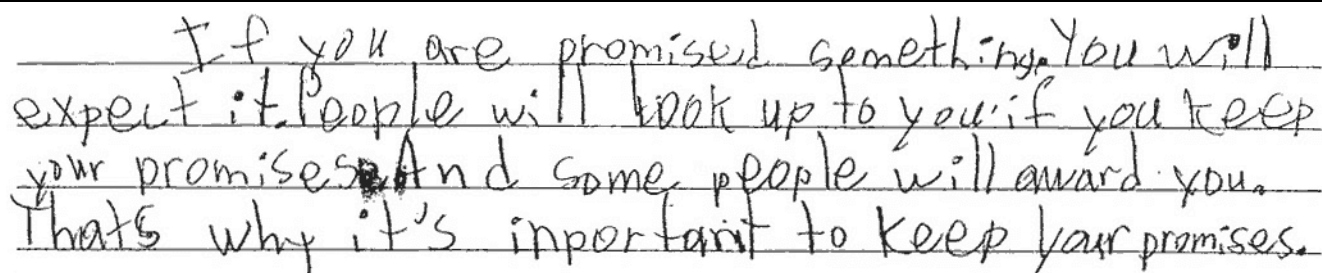
The writing is generally unclear and unfocused. Ideas are not developed (*It is important to keep a promis because you or a freind can get in truble*), and there is no noticeable organizational structure. A lack of control over writing conventions makes the writing difficult to understand (*If you kee a prom is it is more of a suprise...*). Score point 1.

Anchor Paper 2 – Score Point 1

It is important to keep promises because, the promise could mean to the person you said you would keep the promise to. What if the same thing happened. What if someone said that they would keep a promise and they didn't. So make promises you know you can keep.

**Anchor Paper 2
Score Point 1**

The response is generally unclear. Ideas are not developed or connected (*It is important to keep promises because, the promise could mean to the person you said you would keep the promise to*). There is a lack of control over writing conventions and no noticeable organizational structure. Score point 1.

Anchor Paper 3 – Score Point 1

If you are promised something, you will expect it. People will look up to you if you keep your promises. And some people will award you. That's why it's important to keep your promises.

**Anchor Paper 3
Score Point 1**

The writing is generally unfocused, and ideas are not developed (*People will look up to you if you keep your promises...*). There is a lack of control over writing conventions and no noticeable organizational structure (*If you are promised something. You will expect it*). Score point 1.

Anchor Paper 4 – Score Point 2

Sometimes you can never trust people. If you trust someone sometimes they never do the thing you wanted them to do. If you promised someone you have to do it.

It is so important to keep a promise in life. Because what if someones life depended on one promise and you didnt keep. If someone tells you someone and they saw don't tell any one else. Then you promised her and and you told someone then she could be mesirable for the rest of her life.

Those are the reasons you need to keep a promise. So keep promise don't blake them.

Anchor Paper 4
Score Point 2

The writing is occasionally clear and focused. Ideas are underdeveloped (*It is important to keep a promise in life. Because what if someones life depended on one promise and you didnt keep*). There is little evidence of an organizational structure. Control of writing conventions is limited. Score point 2.

Anchor Paper 5 – Score Point 2

It is important to keep your promises because if you don't keep them no one will ask you to keep a promise again. Then people won't trust you so they won't tell you to promise again. Then if nobody can trust you you won't have many friends so thats why we should keep our promises.

**Anchor Paper 5
Score Point 2**

This response is only occasionally clear and focused. Ideas and content are underdeveloped (*It is important to keep your promises because if you don't keep them no one will ask you to keep a promise again*). There is little evidence of organizational structure, and vocabulary and control over writing conventions is limited. Score point 2.

Anchor Paper 6 – Score Point 2

One day me and my friend were talking about promises. My friend says "whats your darkest secret"? I said "do you promise not to tell"? She said "I promise". So I told her. Later I was sitting on my bed thinking did I do the write thing? Will it go around the whole school? Then I thought... I know it wont she promised and friends are spose to trust each other ever since I havent heard the secret from her or anybody. Witch is a good thing.

**Anchor Paper 6
Score Point 2**

The writing is only occasionally clear and focused. Ideas and content are underdeveloped (*Then I thought...I know it wont she promised and friends are spose to trust each other...*). There is little evidence of organizational structure, and limited control over writing conventions. Vocabulary is limited. Score point 2.

Anchor Paper 7 – Score Point 3

One day I promised my dad that I would take the engine off the tractor and rebuild it. But my mom woke me up late so I was in some deep stuff. So I am in there taking the engine off of my Snapper Tractor then I had just gotten done then my dad came in and said ~~NOT THE~~ Snapper!!!!!! My dad said Jake was the one that needed fixing and I said that's not what mom told me. Well said my dad you can start working on the Jakester. So I am working and I discovered that we needed a new piston rod so I replaced that and put the engine back in the Jakester. Then I Fire it up and it ran like it was brand new. Those 8 Poneies are plowing 200 to 300 pound snow banks.

**Anchor Paper 7
Score Point 3**

The response is somewhat focused. Ideas are developed with partially successful use of examples and details (So I am working and I discovered that we needed a new piston rod so I replaced that and put the engine back in the Jakester. Then I fire it up and it ran like it was brand new). There is evidence of an organizational structure (One day I promised my dad that I would take the engine off the tractor and rebuild it. But my mom woke me up late so I was in some deep stuff). Incomplete mastery over language use and writing conventions occasionally interfere with meaning. Score point 3.

Anchor Paper 8 – Score Point 3

K's Secret

On day I was at school, I walking to my classroom. Then I stop because I heard somebody whisper. It was my friend K. He said to me. My dad lost his job and we lost our house. Dont tell anybody let because dont want no body to know I was poor. And say I promise. Few days later got worry about him. Because have wearing same clothes everyday and he began to stank. After that went and watch tv. the next I got to tell somebody. But I didn't want. After couple weeks pass I had tell somebody. When got home, I went told my mom and dad about the sensoration about K. dad lost his job and they house too. And say I promise, but I can't see my friend I that. I dont want my live on the streets. My parents called the shelter home. Then they K house. K said you promise not to tell nobody and I trust you. Sorry K. I t was get own my nerves that your might be living on the streets. I dont want

happen to you and you family. A couple days later he did show up for school. The a couple pass he was late. Also he was happy. He told me what happen his said his father got a job and we are trying to get a house. But we are living with my aunt and uncle. Thanks you C. for your help. And you aren't mad at me. No I wouldn't be mad at my best friend in the whole world.

Anchor Paper 8
Score Point 3

The writing is somewhat clear and focused. Ideas are developed with partially successful use of details (*It was my friend K. He said to me. My dad lost his job and we lost our house. Don't tell anybody let because don't want no body to know I was poor. And say I promise*). There is evidence of organizational structure, but it is only partially effective (*Few days later got worry about him...After that went and watch tv. The next I got to tell somebody*). Incomplete control of language use sometimes interferes with meaning. Vocabulary is basic. Score point 3.

Anchor Paper 9 – Score Point 3

Hi I'm S. This is a story about promises. Although we all think promises are stupid, it's also bad to not keep the promise. If one person doesn't keep the promise, at the end they'll feel bad. The other people don't have to show how they feel. Even if they said they don't care. You always feel like you let them down somehow. So, no matter how small the promise is, never break it. Now read on and see my stupid choice. Which of course you should never copy.

It happened not too long ago, on a freezing cold winter day like this. D is one of my good friends. After school we always walk to latchkey together. When we got to latchkey my other friend named H was already there.

At latchkey they have something called a store. They buy things like food. Then we buy things from them. At latchkey you also have to get signed in.

So then H started talking about the play we were gonna do to raise money for the tsunami.

Me, D, H, and a girl named M are making a play. It's called the giggler. It's about two girls trying to find their parents.

Then we made a promise. Which I'll never forget. We said, I promise never to use money on the store again until after the play. Since we needed to raise money for the costumes.

The next day I bought a cup of pop for a

quarter. I know I shouldn't have but I was dying for
thirst. It was a quarter.

Even though it was only a quarter, I feel
like I let them down. So remember always keep
your promises big or small!

Anchor Paper 9**Score Point 3**

The writing is somewhat clear and focused (*Hi I'm S. This is a story about promises*). Content is developed with limited details (*D is one of my good freinds. After school we always walk to latchkey together. When we got to latchkey my other freind named D was already their*). There are connections between some ideas and evidence of a narrative organizational structure (*It happened not too long ago, on a freezing winter day like this*). Incomplete mastery over writing conventions sometimes interferes with meaning. Vocabulary is basic. Score point 3.

Anchor Paper 10 – Score Point 4

I have had many times where it was really hard for me to keep a promise. Sometimes it would be a bad promise, or a good promise that I couldn't keep. But then one time I had to keep a very big promise from my adults.

It was a long time ago that I had found out that a friend of mine did a very bad thing. What she did was she stole something at a grocery store. She wanted it so bad that she just had to have it. She didn't have any money to buy it though. My friend told me what she had done at the grocery store. She also told me to promise that I wouldn't tell anyone about what she had done, even another friend. It was really hard for me to keep a big promise like that. I am really bad at keeping promises. Especially a big one like that. It seemed so bad to not tell anyone about that. But I just

had too! I shouldn't keep a promise like that.

The next day I went to my parents and told them what my friend had done. So they called up my friend and her parents and we talked about it. My friend had to give back what she stole and she was grounded for a month!

You should never steal. It is a very bad thing to do. And you should never keep a promise like the one that I had to keep.

Anchor Paper 10
Score Point 4

This response is generally focused (*I have had many times where it was really hard for me to keep a promise*). Ideas are developed with relevant details where appropriate, although there is some unevenness (*A friend of mine did a very bad thing. What she did was she stole something at a grocery store. She wanted it so bad that she just had to have it. She didn't have any money to buy it though*). The response is generally coherent, with functional organization. The writer's command of language supports meaning. Lapses in writing conventions are not distracting. Score point 4.

Anchor Paper 11 – Score Point 4

I have dealt with many promises over the 12 years of my life but one stuck with me. About two or three years ago I got a beautiful little white curly-haired dog; she deserved the name Princess. I got Princess for my 10th birthday. I was so happy, even though I really wanted a gerbil or a rat as my mom would say. Anyway, when my party was over, I took Princess to my room and told her that I would never let her die. I told her this because I had a chihuahua when I was seven years old. It was old and died. That is the promise I made to Princess.

The next day, my mom took me shopping for pet supplies at PetSpot. I had Princess in my hands and she was licking and biting on my neck. My mom said not to let her do that because she might choke. We all got to the DoggyBowl section. There were all kinds of things there. I immediately saw the pink princess bed and had to get it for my "baby". We got a collar the said Princess with a crown over it.

My mom, Princess, and I left the store about 1.5 hours later.

I had a great time with Princess. She even mated and had puppies. We kept them all. I remember I thought I lost Princess. My daddy brought me home from school and Princess wasn't there. My dad didn't know either. He called my mom but her cell was off. My got home a while later and there was Princess, her five puppies Diva, Napoleon, Dixy, Sugar Cookie, and Prince; the first born. I was so happy.

Well, I'm 12 now and one month, three weeks, and six days ago, Princess died. She died because she was trying to protect her youngest, Diva from a pit bull. The pit bit Princess hard on her neck. Her gorgeous white curls were, now red. The vet kept her for about four hours but it wasn't enough. I still have Napoleon, Sugar Cookie, Dixy, and Diva but I gave Prince to my Godmother for her 34th birthday.

In conclusion, I did not keep my promise to Princess. As much as I wish could, I didn't.

Anchor Paper 11
Score Point 4

The writing is generally clear and focused (*I have dealt with many promises over the 12 years of my life but one stuck with me*). Content is developed with relevant details and some unevenness (*About two or three years ago I got a beautiful little white curly-haired dog; she deserved the name Princess. I got Princess for my 10th birthday. I was so happy...*). The response is generally coherent, and its organization is functional. The writer's command of language supports meaning. Score point 4.

Anchor Paper 12 – Score Point 4

Once there was a group of girls playing a game. Their names were N, W, O, C, M, and T. They were starting a game of "Stress or Confess." "Does everyone remember the rules?", asked M.

"Yes," everyone replied with an annoyed tone to their voices. "What ever we say or do doesn't leave this table. We know."

"Mm, you guys sound like you're annoyed by me or something," M whispered loudly.

"Oh, why would we think that?", N replied sarcastically. So they had begun their game of "Stress or Confess" when their meal arrived at about 12:00 pm.

"Hey, ladies. Your meal has arrived," bellowed the voice of someone they all hated deeply. K.

"K! What are you doing here?" exclaimed O.

"Yes, aren't you suppose to be tending to your sick mother?", asked the twins C and T.

"Not today. I have to work today. So how are you ladies?", K said sarcastically.

"We're okay. You?", replied W.

"Hungry. M hasn't given me a bread yet for the past month." K complained.

"May we have our food and have you leave?" M said. They got their food & continued their game.

"Okay T... your next." said M.

T roled.

"Evens. Confess." nagged O.

"Okay, I still eat baby food. 3 foods only. Don't eat prunes, squash, carrots and green beans." everyone laughed.

NEXT
DAY

"Hey... T which baby food should I send to my mom and baby sister?" said K.

"Okay, who told." T said angrily.

"No one told anyones secrets. I assure you T."

"Hey, T. Sorry K... threatened to do something bad. I told." W confessed.

"At least you were honest. Don't do that again." and everyone (except K...) was happier than ever.

Anchor Paper 12
Score Point 4

The response is generally focused. Content is developed with relevant details where appropriate (They were starting a game of "Stress or Confess". "Does everyone remember the rules?", asked M. "Yes.", everyone replied with an annoyed tone to their voices. "whatever we say or do doesn't leave this table. We know."). The response is generally clear, coherent and organized. The writer's command of language, including word choice, supports meaning (...bellowed the voice of someone they all hated deeply). Lapses in writing conventions are not distracting. Score point 4.

Anchor Paper 13 – Score Point 5

Have you ever kept a secret from a friend? Maybe two or more. I have. It was very hard to do, but I ended up finding a way to solve the problem.

One day at school, I went to lunch and I noticed K and V glaring at each other. I sat down by K and V yelled "Why are you sitting next to him, huh? I've known you longer!" I looked at him funny. "Um... I always sit here, V. You know that." I replied. Well, apparently, that wasn't the right thing to say. "Hmph! I'm gonna sit over there then." said V. K mumbled "Good riddance."

At recess, V stormed up to me and K stormed up to me. And, as if their minds were connected, they screamed "N!! IF YOU HANG OUT WITH HIM ANYMORE, I'M NOT GONNA BE YOUR FRIEND ANYMORE!!" So, I did what any valuable friend would do.

I hung out with both of them behind each others backs.

Okay, maybe not every friend would do that, but I did. On my birthday, I hatched a plan. I'd invite both of them and they'd be friends again. That day, when they came, they seemed as if they never got into a

fight, We went to the movies, played games, and went to the park. It was lots of fun. Best of all, they weren't yelling and arguing with each other like two grumpy old men.

Sometimes, keeping promises is hard. Other times it's easy. If you stay true to your friends, it'll never be hard.

Anchor Paper 13
Score Point 5

The writing is clear and focused (*Have you ever kept a secret from a friend? Maybe two or more? I have*). Ideas are well developed with relevant details (*At recess, V stormed up to me and K stormed up to me. And, as if their minds were connected, they screamed "N!! IF YOU HANG OUT WITH HIM ANYMORE, I'M NOT GONNA BE YOUR FRIEND ANYMORE!!" So, I did What any valueable friend would do. I hung out with both of them behind each others back*). The strong organization and connections between ideas move the reader effectively through the text (*That day, when they came, they seemed as if they never got into a fight. We went to the movies, played games, and went to the park. It was lots of fun. Best of all, they weren't yelling and arguing...*). The writer's command of language and precise word choice is evident. Score point 5.

Anchor Paper 14 – Score Point 5

I have many promises that have been kept and many that have been broken. One promise that I will never forget is the day my friend told on me. I don't know why he told on me, but for some reason he just did. It was like he didn't even know what he was doing all he did was tell. Anyway the whole big promise was when my friend and I were on the bus to school. We were just messing around with a golf ball until it went out the window.

Then all of the sudden we heard a big crash! That golf ball that accidentally threw out the window hit a car! It didn't just leave a dent, it hit the windshield! Our bus driver didn't know because the car that we hit was turning and we were going straight.

That day after school told my friend to never tell anyone what happened to that car. He said he would never tell and then my mom got a phone call. I knew my friend would never tell so I just walked away until I heard

my mom call my name. I mean how could he tell, we have been best buds since we were in diapers!

'I slowly walked in the kitchen and my mom said "How could do something like that." I just shrugged my shoulders.

The good of it all was I was only grounded for two weeks, but the part was I had to earn \$250 so I could pay off the damage of the guys car!

The next day at school I never even looked at my friend, but later that day I said to myself wow I'm going to ruin our friendship over this little but big problem.

So on the way home from school I apologized to my friend and we forgot the whole thing, except for the part about the \$250. Well now you know the worst but best broken promise ever.

Anchor Paper 14**Score Point 5**

This response is clear and focused (*I have many promises That have been kept and many that have been broken*). Ideas are well developed with details where appropriate (*Then all of the sudden we heard a big crash! That golf ball that accidentally threw out the window hit a car! It didn't just leave a dent, it hit the windshield!*). The writer's control over organization moves the reader through the text. A command of language is evident, including precise word choice (*it didn't just leave a dent! just shrugged my shoulders*). Language is well controlled, and occasional lapses in writing conventions are hardly noticeable. Score point 5.

Anchor Paper 15 – Score Point 5

Difficult to Keep a Promise!▼

There was this one time, it was super, dooper, really hard to keep a promise. It was with my cousin L B who lives in New Jersey (16 hours away!!) I love her so much. She has a sister named A about 17 years old. That night was my families last night to spend with the B's. And That's where the trouble begins.

Now my cousin A is 17 so she can go places when she wants. So she decided to walk to Duncun Donuts, just down the road, and she tagged my two sisters along with her! I was so happy, just me and my favorite cousin alone in the house (our parents were sleeping). Then L and I wanted to do something cool too. Now before I tell you this you have to promise to me you won't tell L's Sister, because she might get pretty mad. Well, here it goes...

We went into her room. You want to know what else we did, we sat on the roof. How Fun! A never lets anyone on the roof in front of her window. But we thought, she'd never know! So we brought some pillows out there and stared at the stars. They were beautiful! L looks me in the eyes and says, "S, you have to promise you won't tell A, she never lets anyone go out here!" I reply, "Cross my heart and hope to die if I do!"

The next morning was kind of tough! A, being the kind, generous, nice person that she is asks us what we did when she was gone. I FROZE! I had no idea what to say, but the first thing that came to my mind was, "Ahh, we just played Play Station, and watched T.V." She looked like she was falling for it for a minute there, but then she asked me what show we watched. That question L had to help me out on. I don't know what type of shows come in at New Jersey. So L blurted out, "Pet Stars." I've never heard of that show in my life but I just went with it.

All of a sudden, E yells A's name up in her room and she bolts off in that direction. I look over at L and she was shaking she was so nervous. Heck, I was nervous too! I whisper into her ear, "That was a close one." L nods. I wink at L. L winks back. And we just both laugh. Till this day, I still doesn't know about L and I camping out on the roof. The secret is safe. I won't tell her, L won't tell her, and I certainly hope you won't tell her!!

Anchor Paper 15
Score Point 5

The writing is well focused and clear (There was this one time, it was super, dooper, really hard to keep a promise). Ideas are well developed with relevant details (You want to know what else we did, we sat on the roof. How Fun! A never lets anyone on the roof in front of her window... So we brought some pillows out there and stared at the stars. They were beautiful!). The writer's control over organization effectively moves the reader through the text (Now my cousin A is 17 so she can go places when she wants. So she decided to walk to Duncun Donuts, just down the road...). The writer shows a command of language, including precise word choice (she bolts off in that direction). Occasional lapses in writing conventions are hardly noticeable. Score point 5.

Anchor Paper 16 – Score Point 6

Keeping a Promise

Every day I hold a promise. My friends tell me a secret and I have to promise not to tell anyone. Every time I tell a secret they are not heard, but this time it was. My secret was that I liked a girl in a grade higher than mine.

One day at school I was walking down the hall when one of my friends came up to me and asked, "E... do you like anyone?" I answered his question, but I didn't really want to. "Er... Yes, but you can't tell anybody you promise!" "Yes, I promise but what's her name?" I waited for a few minutes to answer that question because I didn't want him to tell anyone. So I answered, "O.kay, but you can't tell anyone." He said, "O.kay, I promise." So I told him, "A... in 7th grade." He looked at me and started cracking up. "Come on, it's not funny that just go to class!" I said with anger.

When we got in the class room the bell had already rang to get to our desks. As I was sitting there I heard whispering and giggling across the room were my friends so

(the one I told the secret to). So I got up after my sit when the teacher said, "Rrrn, what are you doing out of your chair?" "Uh, I.... Uh, wanted to help people who are not done with their classwork," I said. "Well, I didn't instruct you to do that," she said, so I sat down back at my desk when I heard more and more giggling from the other side of the room.

I bell rang and as I was walking down the hall two people came up to me and said, "Er... You like A...". I said no but they didn't believe me. Then as I was walking a little more down the hall I walked right in front of me and said, "Do you really like me?" she asked, I said, "Yes." She looked at me and said, "Well, R I want to tell you something, I kinda like you to," I said, "Oh!" She sat me once again and I looked at her and we both smiled. We both kept a promise about liking each other, but I still was friends with S. The reason for that was because something really good happen out of it.

Anchor Paper 16**Score Point 6**

The response is exceptionally clear and focused (*Everyday I hold a promise. My friends tell me a secret and I have to promise not to tell anyone*). Ideas are well connected and thoroughly developed (*One day at school I was walking down the hall when one of my friends came up to me and ask, "R, do you like anyone?" I answered his question, but I didn't really want to, "Er....Yes, but you can't tell anybody you promise!" "Yes, I promise but what's her name?" I waited for a few minutes to answer that question because I didn't want him to tell anyone. So I answered, Okay, but you can't tell anyone." He said, "Okay, I promise." So I told him, "A in 7th grade."*). The writer shows a mature command of language. The mastery of writing conventions contributes to the effect of the response. Score point 6.

Anchor Paper 17– Score Point 6

I can remember everything, I remember when it was hard for my friend to promise to keep an important secret. She told because well I guess she had no choice. It was either my safety or some dumb secret. She chose my safety and I'm grateful for that. This is how it started.

On a Thursday my friends and I decided to skip school. There was four of us, but that was before I decided what I wanted to do. Then Friday came and in the morning was when we decided to do it. One of my friends kept my secret but he other had to tell. Then my mom sent my sisters and I to school and I met up with my friends. The one that told my secret stayed behind and so did my other friend. So, it was just my friend and me. We walked down the street and to a store.

Then one of my best friends in the entire world found out and I began to worry. That friend also promised not to tell, and she also promised to cover for us. Then the principal went into the classroom to see if I was in my classroom today. She only saw my classmates so she asked my friends to go into her office. So they did and none of them told my secret but one of them told the truth. She said that I skipped school with another friend and that she would cover for us.

Then afterward the principal called my mother and my aunt. She said that they needed to find me and my friend. So they set out on a search party. I knew they would be worried so I told my friend to hurry up out of the store so I could get back to school. I also knew that the police was looking for us. In our way back to school I heard some one calling my name, so I looked back and saw my mother

nearly crying in her car. My auntly was in there, too. When we got into the car it was silent and no one spoke. Then came the school where our principal spoke to us about how worried she was. She also called my friend in. My friend answered to every question I asked her. I knew she felt guilty but I didn't quite understand why.

Then, when I was younger, I thought that it was okay to skip school for only one day but now I know that it's never O.K. to do something that would make your mom cry.

Boy, did I learn my lesson. I understood that my friend was worried and I also understood why she told even if she promised.

Anchor Paper 17
Score Point 6

The writing is exceptionally clear and focused (*I remember when it was hard for my friend to promise to keep an important secret*). Ideas are thoroughly developed with details where appropriate (*Then, when I was younger, I thought that it was okay to skip school for only one day but now I know that it's never O.K. to do something that would make your mom cry. Boy, did I learn my lesson*). A command of language and precise word choice result in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response. Score point 6.

Anchor Paper 18: Score Point 6

Keeping promises can sometimes be hard, especially if it is a promise to keep a secret that will keep a friend from trouble. Sometimes your conscience gets to you and makes you feel guilty when you know that someone has done something wrong. So you then confront your friend and tell him or her to confess. Naturally they say, "No, I'll get into trouble, don't tell! Promise?" and then that's when you break the promise. I lost my friend like that.

On June 2, 2003, I was 2 weeks into my tenth year of age. My friend, J, was on vacation with his parents so he couldn't come to my birthday party. When he got back he gave me a chess set. I asked him where he got it, he said he had gotten it at K. Then I asked him how much he paid. He replied, "I didn't but don't tell, it's a secret. Promise?"

I didn't tell of course, because then I would risk my friend. But as too time went on, I couldn't keep the secret. My conscience was eating at me like acid on metal. I found myself on the internet telling everyone, asking for advice. One person said I should do what I think is right. So then I went to the owner of the store that I went to and told him everything.

The owner of the store came and told me that he had to do three things. The first thing was to take the chess set away. The second thing was to write a

five hundred word essay on how stealing is bad and what happens to those who do steal. The last thing was to pay for the chess set with the price. After all this had been done, I came to my house and told him that he wasn't my friend any more.

When you break promises, you can lose friends. It usually happens when you just have to tell something you promised not to say.

Anchor Paper 18**Score Point 6**

The response is exceptionally clear and focused (Keeping promises can sometimes be hard, especisly if it is a promise to keep a secret that will keep a friend from trouble). Ideas are thoroughly developed with relevant details where appropriate (On June 2, 2003 I was 2 week into my tenth year of age. My friend, J, was on vacation with his parents so he couldn't come to my birthday party. When he got back he gave me a chess set. I asked him where he got it, he said he had gotten it at R. Then I asked him how much he payed. He replied "I didn't but don't tell, it's a secret. Promise?"). The writer shows a mature command of language that results in a compelling piece of writing (My concionse was eating at me like acid on metal). Score point 6.